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ABSTRACT

This booklet presents nine class activities dealing with nonverbal communication. Activities in the booklet deal with facial expressions, mimes, body language, "clothes talk," personal space, and mixed messages. Many of the activities in the booklet involve coloring or drawing on illustrations provided. (RS)

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Nonverbal Communication

KEY TERM
nonverbal communication:

sending and receiving messages without words

Can you imagine going all day without using any words at all?

No "good morning, breakfast is ready."

No radio announcer saying that school is cancelled.

No street signs or library books to read.

No spelling tests! Just imagine.

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If you were in a country where no one understood a word you said, what would you do? Could you share your ideas and feelings?

Don't worry if that sounds hard. You already send and receive messages every day without using words.

The lessons in this section will help you be even better at nonverbal communication.

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Funny Faces

One important way we send messages without words is with our faces.

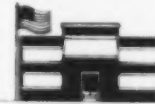
Can you tell how these children felt when they had their school pictures taken?

Label each photo with a feeling like happy, angry, surprised, shy, nervous, bored, or sad.



Lincoln Grade School

Grade



4



Extra Challenge:

In the blank boxes, draw and label how your school principal and your teacher might look in their school pictures.

Mime Time

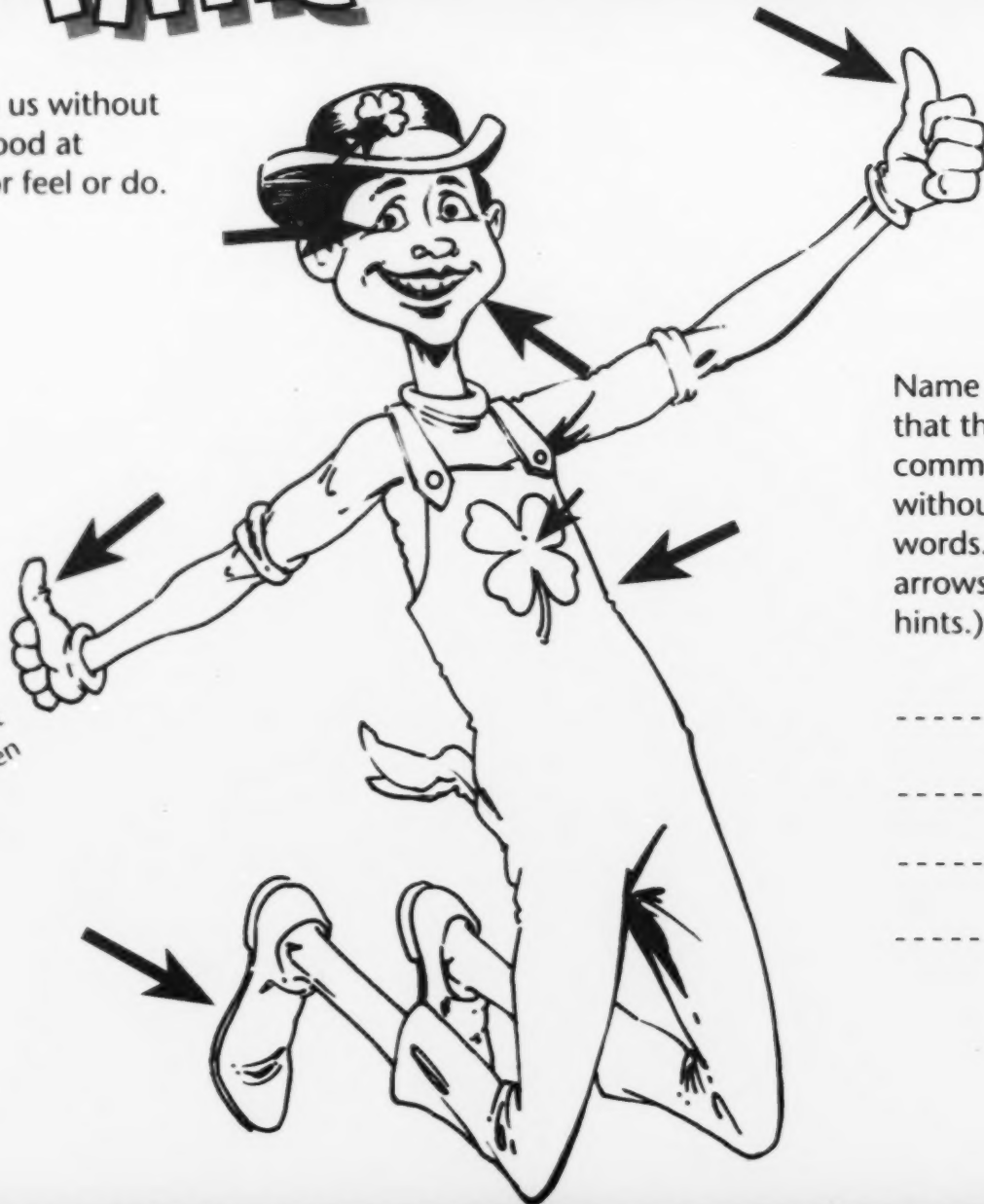
Mimes are actors that talk to us without using words. They are very good at showing us what they think or feel or do.

mime:



(1) an actor who uses nonverbal signals to communicate (short form of the word "pantomime");

(2) to act something out and communicate without using spoken words.



Name four ways that this mime is communicating without using words. (The arrows give you hints.)

Body Talk

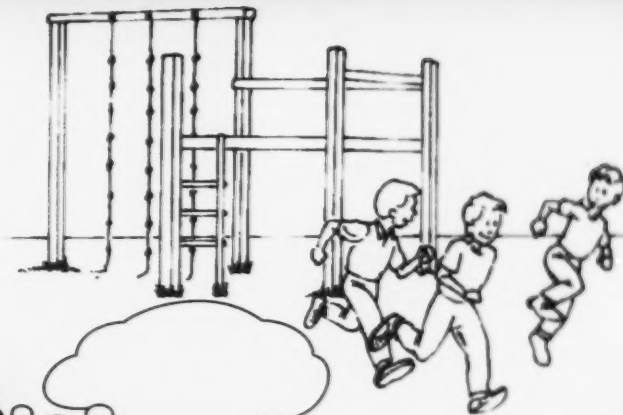
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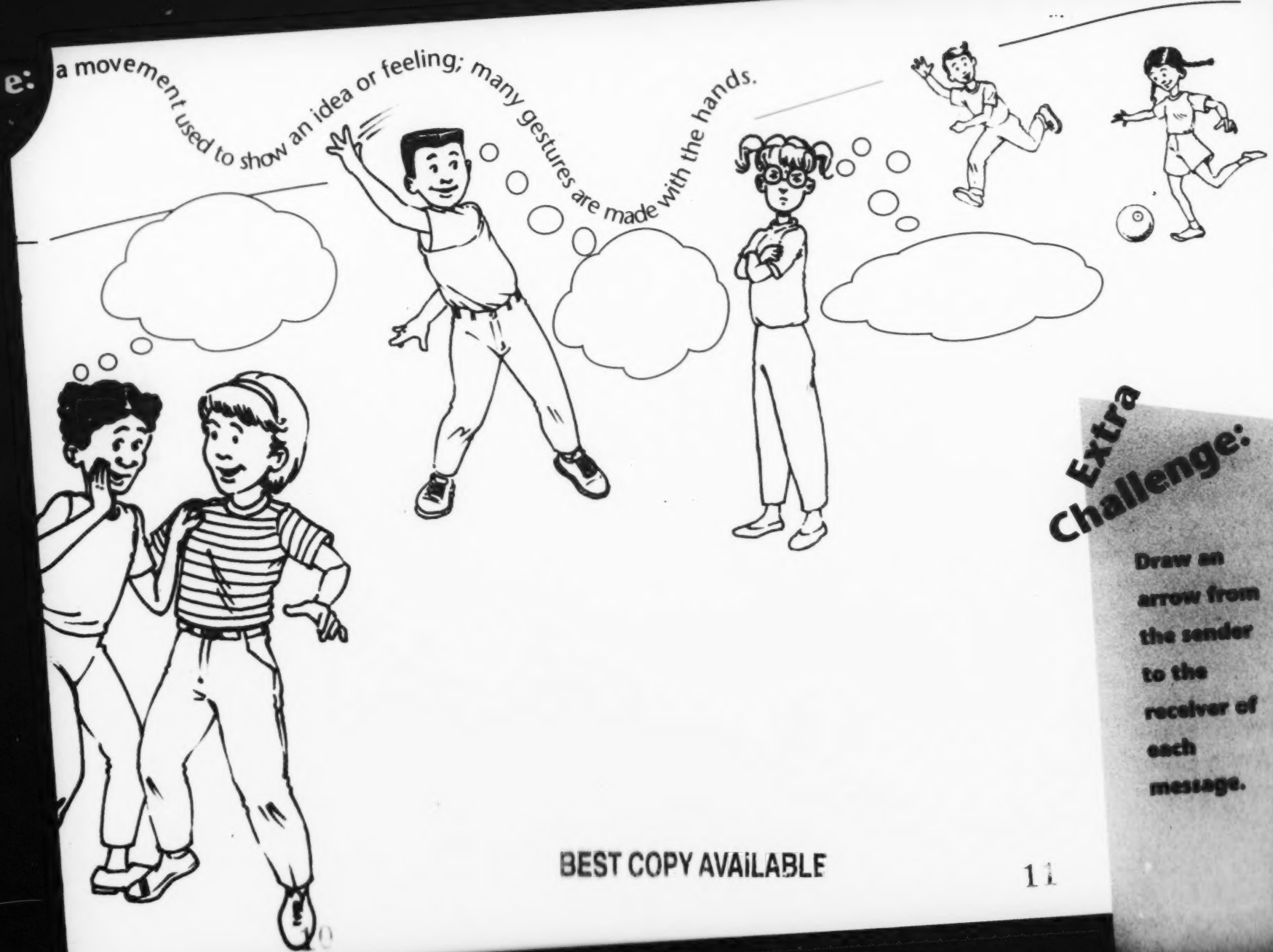
Whenever people work or play together, they send and receive nonverbal messages.

These children are using their bodies to send messages by the way they stand or move. They also use their hands to make **gestures** or signals to each other.

Write the following messages inside the balloon of the child who is sending the message:

Come on!
Did you hear about this?
I don't want to play that again.
Look over there.
I don't know.
What did you say?





Extra Challenge:

Draw an
arrow from
the sender
to the
receiver of
each
message.

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Clothes Talk

People you meet “read” your nonverbal messages. They may guess what you’re like. For example, they may decide if you’re a lot like them or if you look friendly.

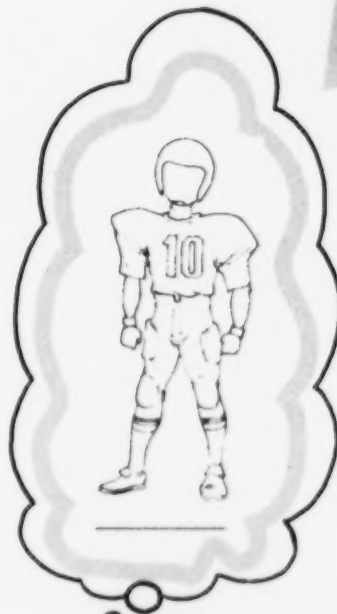
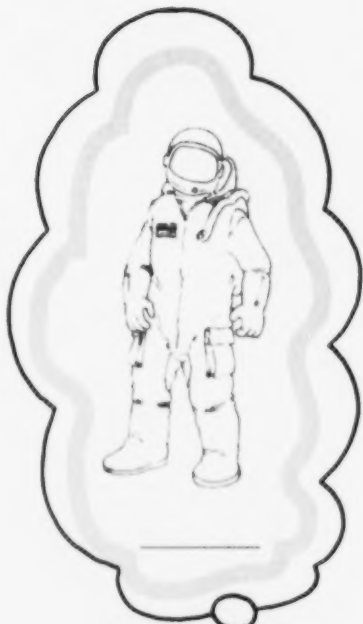
Your clothes may say that you’re neat or messy. Your clothes can also give clues about what you like to do, how old you are, and where you live.

For adults, clothes can sometimes show what kind of work they do. The children here are writing about what they want to do when they grow up. Which careers are they writing about?



Extra Challenge:

Find or draw a picture of an adult doing the kind of work you'd like to do. Label the picture "When I Grow Up." Draw arrows pointing to clothing or other items that give hints about the kind of work you're thinking about. See if your friends can tell from the picture what you want to do.



Closet Case

Susie's family is going on vacation. She is making a list of what to pack. Can you help her be sure she takes what she needs?

Use crayons or markers to color the things

red for swimming.

blue for bedtime.

purple for a dressy party.

orange for sightseeing.

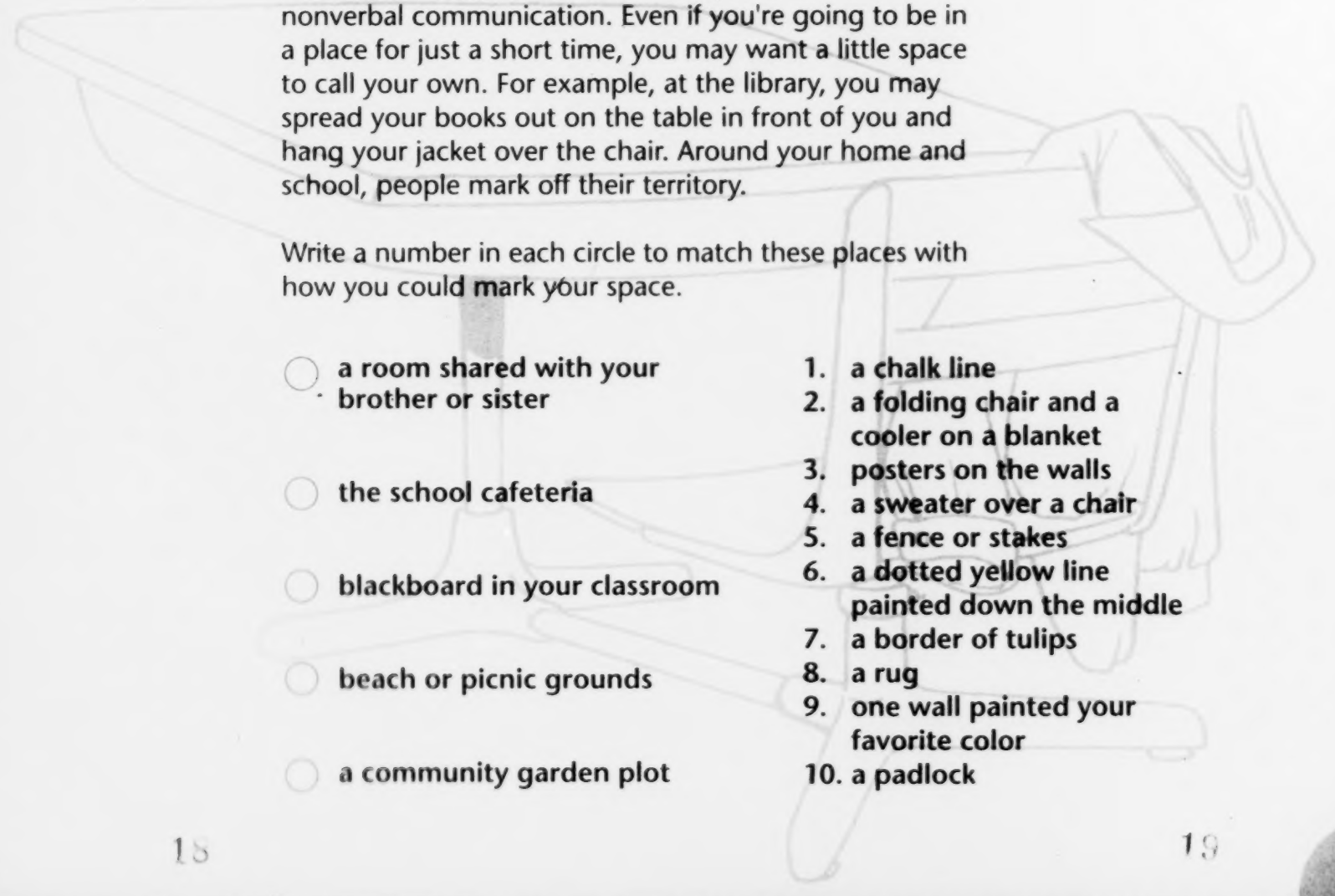
green for camping.



Staking a Claim

The way you use the space around you is one kind of nonverbal communication. Even if you're going to be in a place for just a short time, you may want a little space to call your own. For example, at the library, you may spread your books out on the table in front of you and hang your jacket over the chair. Around your home and school, people mark off their territory.

Write a number in each circle to match these places with how you could mark your space.

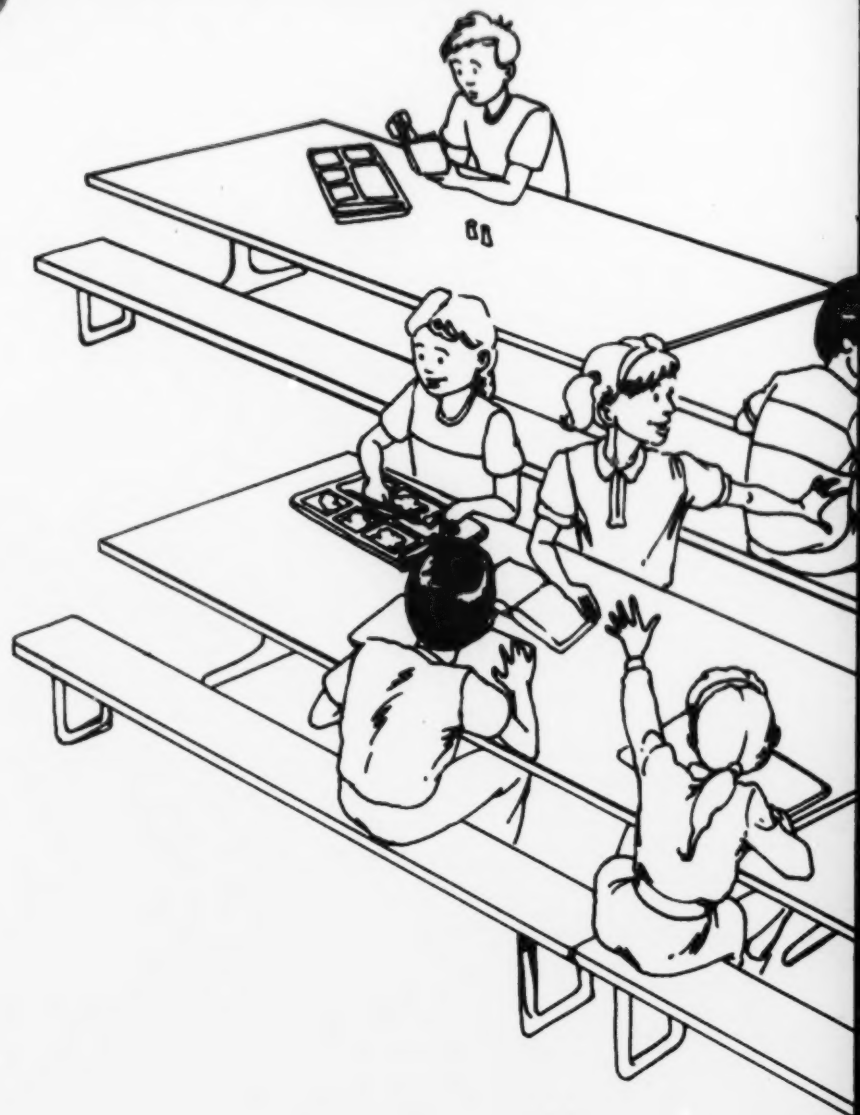
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|---|---|
| ☐ a room shared with your brother or sister | 1. a chalk line |
| ☐ the school cafeteria | 2. a folding chair and a cooler on a blanket |
| ☐ blackboard in your classroom | 3. posters on the walls |
| ☐ beach or picnic grounds | 4. a sweater over a chair |
| ☐ a community garden plot | 5. a fence or stakes |
| | 6. a dotted yellow line painted down the middle |
| | 7. a border of tulips |
| | 8. a rug |
| | 9. one wall painted your favorite color |
| | 10. a padlock |

Space Talks

Our nonverbal messages can invite people to get close to us or back off. If you're talking with good friends, you sit or stand close together. You look at each other and smile. You laugh or whisper. You may do a "high five" or poke each other in the arm. Your body talk and your space talk work well together.

At other times, you may be surprised and uncomfortable when someone else gets too close. You may back away to keep more space between you. (That may make you seem unfriendly!) Or you may stand your ground and hope the other person backs off.

- In this cafeteria scene, draw a box around two people who seem to say "I want to be alone. Don't bother me."
- Circle two who seem to be close friends.
- Put an X to mark the spot where you would sit.





Extra Challenge:

Compare your
answers with
another student's.
Did you make the
same choices? Tell
each other why
you answered the
way you did.

Locker Lineup

At Lincoln School, the children decorate the inside of their lockers. List or draw items that can help each child mark the locker as his or her own space.

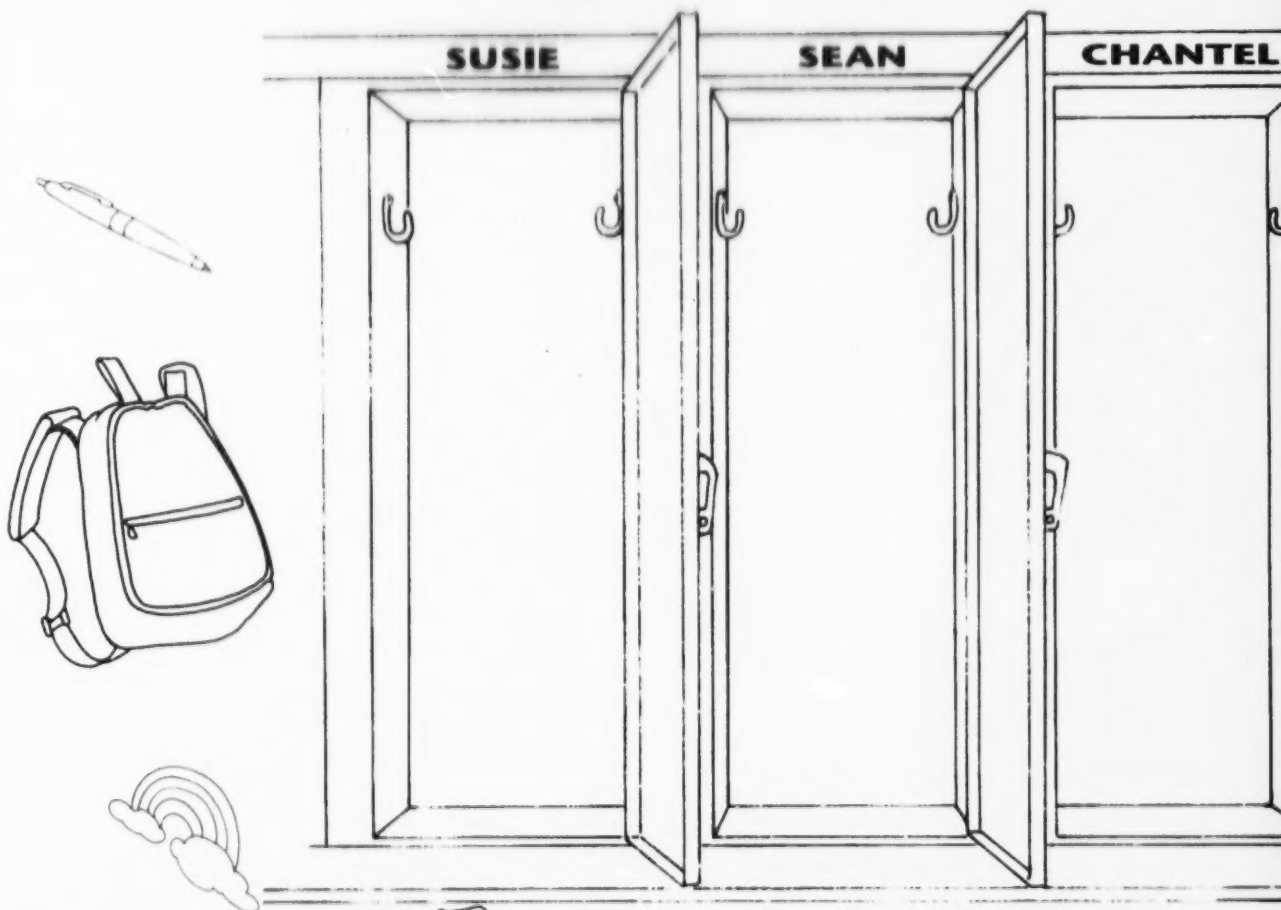
Susie likes sports and is a little messy.

Sean always brings his lunch and has music lessons after school.

Chantel likes frilly clothes and science projects.

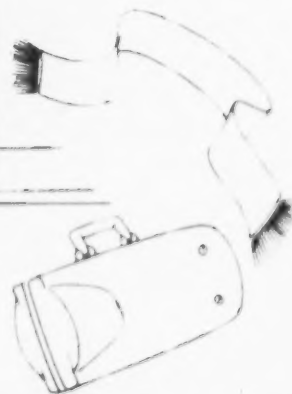
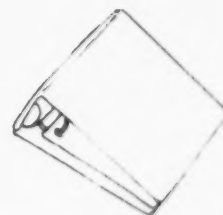
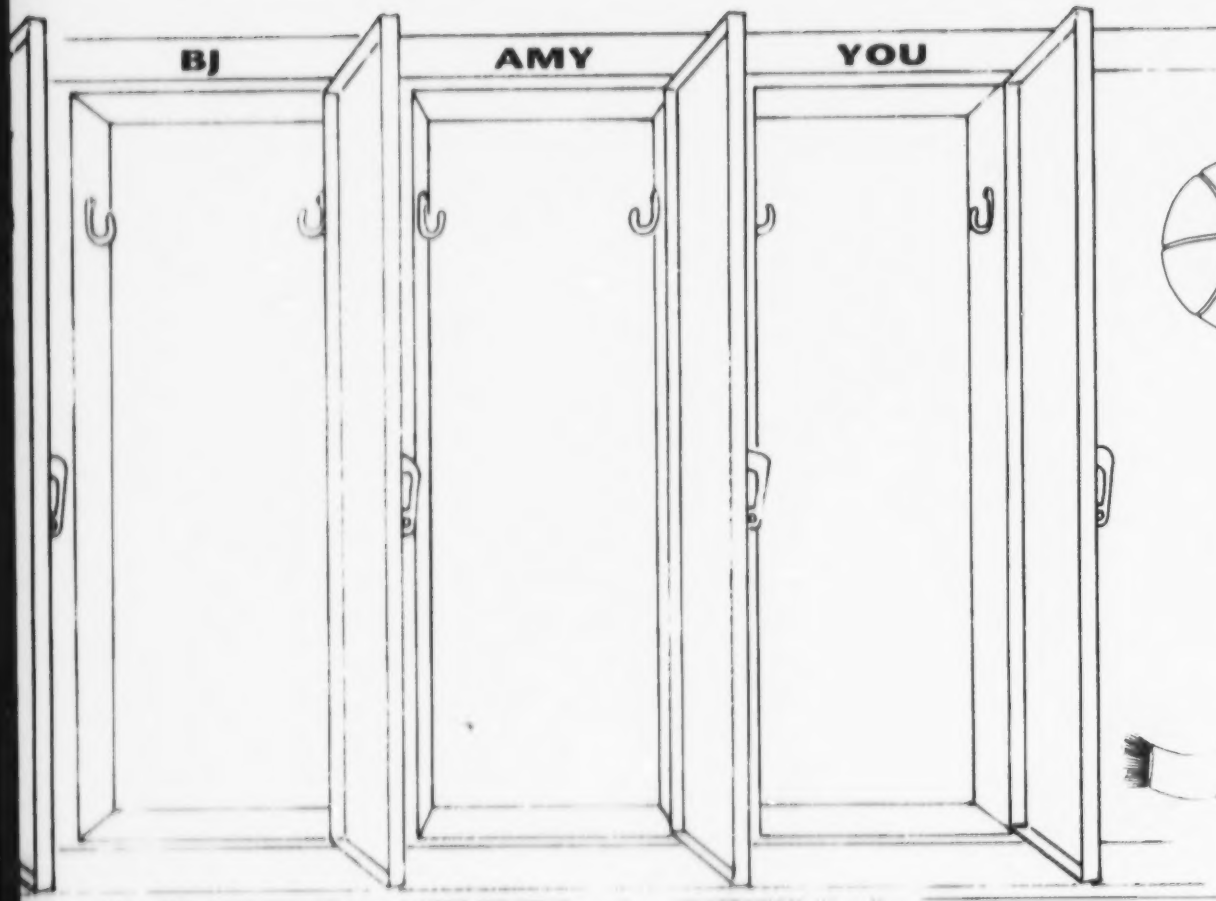
BJ's motto is be prepared. He never throws anything away.

Amy has a long walk to school and always bundles up. Her favorite class is art.



Extra Challenge:

What would
your locker look
like? Decorate
one of the
lockers to make
it your own.



Mixed Messages

mixed message: what happens when you

Sometimes it can be funny when things don't go together. A fake nose and mustache on your little sister probably would make you laugh. Wearing your fuzzy bunny slippers to class might make everyone laugh (except maybe your teacher.) Sometimes mixed messages aren't so funny. If your words and your actions send different messages, you may confuse people. Some may listen to your words, but most will believe your actions or tone of voice.

Look at these children and notice what they are saying. Then look at their faces. Read their body talk and see if it goes with their words. In the balloons, write what their faces and bodies tell you.

send two or more messages that say different things.



"It'll be easy to get all my homework done tonight."



"I hate my home rule."

For example, your spoken words and your body language



**"You're welcome to
share my french fries."**



**"Sure Mom, I'd love to
have liver for dinner."**

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More Extra Challenges

You Don't Say: Play "silent tv." With one or two friends, **practice** reading people's faces and actions. See if you all get the same messages **when** there are no words.

Turn the sound down on the tv. Can you guess what the people are saying? Or how they **feel**? Did you and your friends have different ideas? Why do you think your **guesses** were different?

To do **with** help **from** **someone** older: If you have a vcr, ask **if** **you** **may** **record** a short program to watch **twice**. The **first** time, keep the sound turned **down**. The **second** time, turn it **up** so you can **hear**. Did you **understand** much the **first** time? Which was harder **without** **words**—**understanding** feelings or ideas?

Fanciful Feet: With family members or friends, take turns standing **behind** a large sheet (or wear a large garbage bag), then act out these emotions using only your feet and legs: happy, angry, shy, scared, bored.

Just Gestures: Most gestures (like the scout salute) are learned. Learned gestures may have different **meanings** for **different** groups of people. **Like** **some** **other** kinds of nonverbal communication, **we** **learn** gestures from seeing other people **use** them.

Check the learned gestures that you **use**. Write who you could learn them from.

_____ sign language	_____
_____ high five	_____
_____ "V" for victory	_____
_____ OK	_____
_____ thumbs up	_____
_____ shaking hands	_____